

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Missouri Western State College**
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Missouri Western State College						
Institution Code	6625						
State	Missouri						
Number of Program Completers Submitted	90						
Number of Program Completers found, matched, and used in passing rate Calculations¹	89						
					Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							

Academic Content Areas							
Elem Ed Curr Instruc Assessment	011	46	45	98%	1614	1547	96%
Eng Lang Lit Comp Content Knowledge	041	7			172	168	98%
Mathematics: Content Knowledge	061	2			126	123	98%
Social Studies: Content Knowledge	081	5			276	269	97%
Physical Ed: Content Knowledge	091	7			166	144	87%
Music Content Knowledge	113	7			129	122	95%
Art Content Knowledge	133	5			75	75	100%
Spanish	190	1			1		
Spanish Content Knowledge	191	5			52	45	87%
Biology Content Knowledge Part 1	231	2			92	90	98%
Chemistry Content Knowledge	241	1			11	10	91%
Other Content Areas							
Health Education	550	1			3		
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Missouri Western State College					
Institution Code	6625					
State	Missouri					
Number of Program Completers Submitted	90					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	89					
				Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	88	86	98%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	89	87	98%	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 230 (an additional 221 students completed pre-major forms for a total of 451 teacher candidates)

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 105 (an additional 106 students were in supervised pre-student teaching experiences in which they taught and assumed all teacher responsibilities for 5 hours per week)

3. Please provide the numbers of supervising faculty who were:

10 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

13 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

11 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 34

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 3:1
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 11. The total number of hours required is 380 hours. (Students in supervised pre-student teaching experiences in which they taught and assumed all teacher responsibilities were required to teach for 5 hours per week, for 12-1/2 weeks, for a total of 64 hours.)

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes _____ No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

The “Western Advantage” in teacher education includes a caring and professional faculty who support and guide teacher candidates through the total process of becoming teaching professionals. Missouri Western was one of the first colleges in the nation to actively involve teacher candidates in multiple teaching experiences in area schools and continues to place a great emphasis upon hands on learning. The initial field experience helps our candidates determine early on if teaching is to be their chosen profession. Other field experiences help them develop teacher knowledge, skills and dispositions so as to enter their student teaching experience with the confidence that they can succeed as effective classroom teachers. Student teaching provides our candidates with the opportunity to hone their skills and to find their unique teaching style. All of the Education Department faculty supervise and work closely with host school personnel to ensure that the program is vital and in touch with current challenges in public education. Threads of reflection, technology and diversity run throughout the program and enrich the way in which field experiences are connected to on-campus courses. The Missouri Western Teacher Education program is NCATE accredited.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Missouri Western State College is a public, state-supported institution providing a blend of traditional liberal arts and sciences and career-oriented degree programs. MWSC is authorized under Missouri statute to offer associate and baccalaureate degrees as well as certificate programs. Professional programs, programs for transfer students, continuing education opportunities, and self-enrichment courses also are offered. The College, based in a metropolitan region, serves both traditional and non-traditional students.

Missouri Western State College continues to honor its tradition of open access, believing that citizens should have the opportunity to pursue higher education. The College is committed to academic excellence and quality teaching, and provides a variety of special offerings, ranging from academic assistance to programs for honors students, all designed to meet the diverse needs of students. All students are expected to grow intellectually to meet the standards of an academic discipline and the College.

A balanced curriculum, responsive and evolving, emphasizes a well-planned general studies core, electives and courses in majors. These educational experiences emphasize knowledge as a liberating force in one’s life, enabling students to be critical thinkers, productive contributors to their society and lifelong learners. At Missouri Western State College, learning is viewed as a team process requiring the dedication of the students and the caring, informed guidance of well-qualified faculty and staff in a mutual pursuit of knowledge.

2. Educational Philosophy

The Missouri Western Teacher Education program is guided by the following core beliefs and resulting conceptual framework:

- Teachers learn to teach by teaching – teacher candidates should have rich experiences in actual classrooms and should be guided and supported by master classroom teachers and professional education faculty.
- Learning to teach is developmental – curriculum and field experiences should be structured in such a way as to allow students to mature and grow into teacher knowledges, skills and dispositions.
- Theory and practice should be connected – theory that is introduced in campus classrooms should be married with field experiences so that the former informs the latter and the latter illuminates the former. Thus, action and reflection play off of each other to contribute to thoughtful teacher candidates who are focused upon student learning. In addition, all Education Department faculty supervise, resulting in superior teaching, supervision and program improvement.
- Collaboration is valued and experienced through multiple partnerships – the teacher education department was birthed in collaboration with area teachers and administrators. This collaboration continues

today at multiple levels including parents, teaching colleagues, area businesses and industries and school administrators.

■ Success is dependent upon current relevancy, future vision and a community of trust – candidates and faculty alike must be aware of the current challenges facing education, know research-based teaching and learning strategies, be able to demonstrate proficiency with educational technology and possess knowledge, skills and dispositions to effectively teach a diverse student population. In addition, core principles must be shared among vital and effective faculty so that all are empowered to reach their full potential.

3. Conceptual Frameworks

See 2 above

4. Program completers who teach in the private schools and out of state

Private Schools: 1

Out-of-State Schools: 3